<table>
<thead>
<tr>
<th>1</th>
<th>Functional Skills English</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Speaking, listening and communication</td>
<td>3</td>
</tr>
<tr>
<td>1.2</td>
<td>Access to Functional Skills Speaking, listening and communication</td>
<td>4</td>
</tr>
<tr>
<td>1.3</td>
<td>Speaking, Listening and Communication unit content</td>
<td>5</td>
</tr>
<tr>
<td>1.4</td>
<td>Submitting the claim and candidate work</td>
<td>6</td>
</tr>
<tr>
<td>1.5</td>
<td>Assessment recording documentation</td>
<td>8</td>
</tr>
<tr>
<td>1.6</td>
<td>Assessing the Speaking, Listening and Communication unit</td>
<td>14</td>
</tr>
<tr>
<td>1.7</td>
<td>Where to find more information</td>
<td>18</td>
</tr>
<tr>
<td>1.8</td>
<td>Appendix 1 Example claim documentation Level 1</td>
<td>19</td>
</tr>
<tr>
<td>1.9</td>
<td>Appendix 2 Example claim documentation Level 2</td>
<td>23</td>
</tr>
</tbody>
</table>
1 Functional Skills English

1.1 Speaking, listening and communication

Purpose of this document:

This document includes guidance and recording documentation to enable you to assess the OCR Functional Skills English Speaking, Listening and Communication unit at Level 1 and Level 2.

At Level 1 and 2, the Speaking, Listening and Communication unit is internally assessed by centre staff (eg. teachers, trainers, support workers, carers, assessors) and externally moderated by OCR. Assessments are set by OCR as shown in this guidance. Units are graded Pass or Fail. The Reading and Writing components of this qualification are externally assessed by OCR.

Guidance and documentation relating to the assessment of this unit at Entry Level is incorporated into the Entry Level Assessment Materials for English, available on Interchange (https://interchange.ocr.org.uk/). At the ‘Welcome to Interchange’ page, select ‘By qualification’ then Functional Skills’ – from here select ‘Support material’ then ‘Assessment materials’.

Detailed information about the OCR Functional Skills English specification can be found in the OCR Centre Handbook for Functional Skills English on the OCR website www.ocr.org.uk/functionalskills

A separate publication, the OCR Admin Guide: Functional Skills, provides details of the administration arrangements for this qualification. The Admin Guide is available on our website: www.ocr.org.uk
1.2 Access to Functional Skills Speaking, listening and communication

Speaking, listening and communication within Functional Skills qualifications are defined as non-written communication, normally conducted face-to-face.

In exceptional circumstances, assessment may take place remotely, provided that the medium through which remote assessment takes place:

- does not create barriers to achievement and success
- enables candidates to demonstrate achievement against the full range of standards using the full range of permitted strategies, and
- meets the security requirements specified in criterion 58f of The statutory regulation of external qualifications (QCA/04/1293).

The term 'speaking, listening and communication', as used by the Functional Skills standards, is intended to be interpreted in a broadly inclusive way and is not intended to create any unnecessary barriers to candidates with speech or hearing impairment.

The needs of individual candidates will vary but, as guidance, the term should be interpreted as meaning communication, discussion and presentation that:

- can include use of sign language (e.g. British Sign Language (BSL), sign-supported English) provided this is made accessible to all participants in the discussion. (It is recognised that BSL is a language in its own right and not a form of English. BSL is, however, permitted as an alternative to English for the assessment of speaking, listening and communication where BSL is the candidate's normal way of communicating in the contexts described by the standards). No other languages are permitted as alternatives to English;
- can include access to augmentative speech equipment and such software as constitutes the candidate's normal way of working;
- does not depend solely on the use of written language or require the individual/s with whom the candidate is communicating to be able to read (as these skills are covered by the requirements for reading and writing).

For internally assessed components within Functional Skills qualifications (such as Entry Level Functional Skills), centres do not need to apply to OCR for access arrangements. Centres must however permit access arrangements which are in line with Ofqual’s Functional Skills qualifications criteria.

Access arrangements must not, however, affect the reliability or validity of assessment outcomes nor must they give the candidate an assessment advantage over other candidates undertaking the same or similar assessments. It is recommended that centres discuss the application of reasonable adjustments to internally assessed units with OCR if they are unsure. Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may be eligible for an exemption and an award based on the parts of the assessment they have taken. The centre will need to apply to the OCR Special Requirements Team in writing for such an arrangement and the JCQ form Application for an Exemption must be completed.
1.3 Speaking, Listening and Communication unit content

<table>
<thead>
<tr>
<th>Level</th>
<th>Skills standards</th>
<th>Coverage and range</th>
</tr>
</thead>
</table>
| Level 1 | (1S) Take full part in formal and informal discussions and exchanges that include unfamiliar subjects | • (1S1) Make relevant and extended contributions to discussions, allowing for and responding to others’ input  
• (1S2) Prepare for and contribute to the formal discussion of ideas and opinions  
• (1S3) Make different kinds of contributions to discussions  
• (1S4) Present information/points of view clearly and in appropriate language |
| Level 2 | (2S) Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations | • (2S1) Consider complex information and give a relevant, cogent response in appropriate language  
• (2S2) Present information and ideas clearly and persuasively to others  
• (2S3) Adapt contributions to suit audience, purpose and situation  
• (2S4) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward |
1.4 Submitting the claim and candidate work

All candidate work must be assessed and complete before being submitted to the OCR examiner-moderator. Only work that meets all of the required assessment criteria should be submitted for moderation.

Once the assessment is complete, you need to make a claim in order to obtain the certification.

There are two steps in this process. Step 1 is to submit an online claim and step 2 is to submit work to the OCR examiner-moderator.

Certification claims for the Speaking, Listening and Communication unit are made online via Interchange. For information and guidance on how to build an online claim please refer to the OCR Admin Guide: Functional Skills and the step-by-step user guide (which is available from the OCR website www.ocr.org.uk/interchange).

As soon as you have submitted your claim online, you need to send the candidate work (for all of the candidates for whom you have made a claim) to your OCR examiner-moderator. **Failure to submit an online claim will result in your examiner-moderator being unable to moderate the work.**

What needs to be submitted to the OCR examiner-moderator?

You should complete and return the following to the OCR examiner-moderator:

For each candidate, you will need to submit:

- Level 1: Completed Assessors Observation Records and any supporting discussion/exchange notes that cover one formal/informal discussion (within a group) about unfamiliar subjects and one formal/informal exchange (one to one) about unfamiliar subjects for each candidate.

- Level 2: Completed Assessors Observation Records and any supporting discussion/presentation notes that cover one formal discussion about unfamiliar subjects and one presentation about unfamiliar subjects for each candidate.

For each claim you make (which may include a number of candidates), you will need to submit:

- An Assessment Front Sheet

- A Centre Authentication Form (CCS160) (one form per submission per level should be completed).

In summary, you should submit:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For each claim:</strong></td>
<td></td>
</tr>
<tr>
<td>An assessment front sheet</td>
<td></td>
</tr>
<tr>
<td>A Centre Authentication Form (CCS160) (one form per submission per level should be completed)</td>
<td></td>
</tr>
<tr>
<td><strong>For each candidate:</strong></td>
<td></td>
</tr>
<tr>
<td>Assessor observation record for a discussion within a group</td>
<td></td>
</tr>
<tr>
<td>Assessor observation record for an exchange (one to one)</td>
<td></td>
</tr>
<tr>
<td>Candidate notes/supporting documentation for the discussion and exchange*</td>
<td></td>
</tr>
</tbody>
</table>

*See the ‘What should candidates prepare’ section (page 6) for information.
An assessment front sheet
A Centre Authentication Form (CCS160) (one form per submission per level should be completed)
Assessor observation record for a formal discussion within a group
Assessor observation record for a presentation to a group
Candidate notes/supporting documentation/slide handouts for the discussion and presentation*

*See the ‘What should candidates prepare’ section (below) for information.

What should candidates prepare?

It is expected that only final versions of any notes and supporting documentation are sent to the OCR examiner-moderator.

For exemplification on the expected content of a candidate claim (for example assessor responses, number of pages of notes etc) see Appendix 1 and 2 of this guidance handbook. The examples are for guidance only, but indicate the amount of supporting evidence expected by the OCR examiner-moderator.

Where feedback is given, this should be summative feedback only, to indicate to the OCR examiner-moderator how the candidate met the Functional Skills reference/assessment criteria. The feedback can be focussed on a particular reference/criteria, or can be overall feedback as appropriate. For more guidance on feedback, see section 1.6.

The recording documentation within this guide can be printed. Word versions of the recording documentation are also available to download from the OCR website www.ocr.org.uk

**Important:** Before submitting candidate evidence for external moderation by OCR, please ensure that you copy all paperwork for your own reference, and then store copies of this evidence for 12 months after the submission date.
1.5 Assessment recording documentation
Complete this form for each claim you submit (a claim may include a number of candidates)

Centre number: ____________________________ Entry code: ____________________________

Please complete in block letters

Online claim number: ____________________________

First candidate’s name in online claim: ________________________________________________

Last candidate’s name in online claim: ________________________________________________

Total number of candidates in online: ____________________________

All candidate work must be assessed and complete before being submitted to the OCR examiner-moderator. Only work that meets all of the required assessment criteria should be submitted for moderation.

What should be submitted:

For Level 1: Completed Assessors Observation Records and any supporting discussion/exchange notes that cover one formal/informal discussion (within a group) about unfamiliar subjects and one formal/informal exchange (one to one) about unfamiliar subjects for each candidate.

For Level 2: Completed Assessors Observation Records and any supporting discussion/presentation notes that cover one formal discussion about unfamiliar subjects and one presentation about unfamiliar subjects for each candidate.

A Centre Authentication Form (CCS160) (one form per submission per level should be completed).

For OCR examiner-moderator use only

Please tick unit numbers moderated and whether fully or partially moderated (FM – Fully Moderated, PM – Partially Moderated). Tick to confirm units awarded or cross to indicate units to be deleted.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>SLC □</td>
<td>SLC □</td>
</tr>
</tbody>
</table>

Examiner Moderator signature …………………………………………………………………….. Date: …………………………………..
## FUNCTIONAL SKILLS ENGLISH

LEVEL 1 SPEAKING, LISTENING & COMMUNICATION ASSESSMENT

CONTRIBUTING TO A DISCUSSION

ASSESSOR’S OBSERVATION RECORD FOR DISCUSSION

### Centre name | Candidate name | No. in discussion group
---|---|---

### Centre no. | Candidate no. | Subject of discussion

<table>
<thead>
<tr>
<th>FS ref</th>
<th>GOOD PASS</th>
<th>PASS</th>
<th>NEAR MISS</th>
<th>FAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.S.1</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
</tr>
<tr>
<td></td>
<td>• made a range of relevant and extended contributions</td>
<td>• made relevant and extended contributions and responded appropriately to others</td>
<td>• made some relevant and extended contributions and responded appropriately to others</td>
<td>• made some contributions, although not always relevant or clear</td>
</tr>
<tr>
<td></td>
<td>• played a full part in discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• responded appropriately to others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.S.2</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
</tr>
<tr>
<td></td>
<td>• fully/well prepared to contribute to discussion of ideas and opinion</td>
<td>• appropriately prepared to contribute to formal discussion of ideas and opinions</td>
<td>• prepared to contribute to discussion of ideas and opinion</td>
<td>• not fully prepared to contribute to discussion of ideas and opinions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.S.3</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
</tr>
<tr>
<td></td>
<td>• been flexible but purposeful in discussion</td>
<td>• made different kinds of contributions</td>
<td>• made some different types of contribution</td>
<td>• made a limited type of contribution</td>
</tr>
<tr>
<td></td>
<td>• made a range of different types of contribution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.S.4</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
</tr>
<tr>
<td></td>
<td>• presented a variety of information and points of view clearly</td>
<td>• presented information and points of view clearly</td>
<td>• on the whole presented information and points of view clearly</td>
<td>• at times made contributions that lack clarity and/or</td>
</tr>
<tr>
<td></td>
<td>• used appropriate language</td>
<td>• used appropriate language</td>
<td>• used appropriate language</td>
<td>• used language that was not always appropriate</td>
</tr>
</tbody>
</table>

**RESULT**

GOOD PASS
PASS
NEAR MISS
FAIL

Assessor’s name | Signature | Date
---|---|---
# Contributing to an Exchange

## Assessor's Observation Record for Exchange

<table>
<thead>
<tr>
<th>Centre name</th>
<th>Candidate name</th>
<th>No. involved in exchange</th>
<th>Centre no.</th>
<th>Candidate no.</th>
<th>Subject of exchange</th>
</tr>
</thead>
</table>

### FS ref

#### 1.S.1
- **GOOD PASS**
  - The candidate has: made a range of relevant and extended contributions
  - played a full part in discussion
  - responded appropriately to others

- **PASS**
  - The candidate has: made relevant and extended contributions
  - responded appropriately to others

- **NEAR MISS**
  - The candidate has: made some relevant and extended contributions
  - responded appropriately to others

- **FAIL**
  - The candidate has: made some contributions, although not always relevant or clear

#### 1.S.2
- **GOOD PASS**
  - fully/well prepared to contribute to discussion of ideas and opinion

- **PASS**
  - The candidate has: appropriately prepared to contribute to formal discussion of ideas and opinions

- **NEAR MISS**
  - The candidate has: prepared to contribute to discussion of ideas and opinion

- **FAIL**
  - The candidate has: not fully prepared to contribute to discussion of ideas and opinions

#### 1.S.3
- **GOOD PASS**
  - been flexible but purposeful in discussion
  - made a range of different types of contribution

- **PASS**
  - The candidate has: made different kinds of contributions

- **NEAR MISS**
  - The candidate has: made some different types of contribution

- **FAIL**
  - The candidate has: made a limited type of contribution

#### 1.S.4
- **GOOD PASS**
  - presented a variety of information and points of view clearly
  - used appropriate language

- **PASS**
  - The candidate has: presented information and points of view clearly
  - used appropriate language

- **NEAR MISS**
  - The candidate has: on the whole presented information and points of view clearly
  - used appropriate language

- **FAIL**
  - The candidate has: at times made contributions that lack clarity and/or used language that was not always appropriate

### RESULT

<table>
<thead>
<tr>
<th>Evidence/comment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
</tr>
</tbody>
</table>

### GOOD PASS

### PASS

### NEAR MISS

### FAIL

<table>
<thead>
<tr>
<th>Assessor’s name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
# Contributing to a Discussion

**Assessor’s Observation Record for Discussion**

<table>
<thead>
<tr>
<th>Centre name</th>
<th>Candidate name</th>
<th>No. in discussion group</th>
<th>Centre no.</th>
<th>Candidate no.</th>
<th>Subject of discussion</th>
</tr>
</thead>
</table>

**Role(s) undertaken in discussion:**

<table>
<thead>
<tr>
<th>FS ref</th>
<th>GOOD PASS</th>
<th>PASS</th>
<th>NEAR MISS</th>
<th>FAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.S.1</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
</tr>
<tr>
<td></td>
<td>• listened <em>perceptively</em> to complex information</td>
<td>• considered complex information</td>
<td>• listened to <em>information</em></td>
<td>• listened most of the time</td>
</tr>
<tr>
<td></td>
<td>• given relevant, cogent responses</td>
<td>• given relevant, cogent responses</td>
<td>• given <em>relevant</em> responses</td>
<td>• made <em>some</em> responses, <em>although not all relevant</em></td>
</tr>
<tr>
<td></td>
<td>• used appropriate language.</td>
<td>• used appropriate language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.S.3</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
</tr>
<tr>
<td></td>
<td>• <em>made influential and authoritative</em> contributions so they are appropriate to the audience, purpose and situation</td>
<td>• adapted contributions to suit audience, purpose and situation</td>
<td>• <em>made</em> contributions, which are, <em>on the whole</em>, appropriate to the audience, purpose <em>or</em> situation</td>
<td>• <em>made limited</em> contributions <em>some of which may not have been relevant</em> to the audience, purpose and situation</td>
</tr>
<tr>
<td></td>
<td>• <em>made contributions, which are, on the whole</em>, appropriate to the audience, purpose <em>or</em> situation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.S.4</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
</tr>
<tr>
<td></td>
<td>• <em>made significant contributions using different ways to initiate, develop and share discussion</em></td>
<td>• <em>made significant contributions</em></td>
<td>• <em>taken on a limited</em> range of roles</td>
<td>• <em>taken on only one role</em> eg supporter, within the discussion</td>
</tr>
<tr>
<td></td>
<td>• taken on a range of roles <em>including encouraging others’ participation</em></td>
<td>• taken on a range of roles</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <em>effectively</em> moved discussion forward, <em>helping to make decisions where appropriate</em></td>
<td>• helped move discussion forward</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RESULT**

<table>
<thead>
<tr>
<th>GOOD PASS</th>
<th>PASS</th>
<th>NEAR MISS</th>
<th>FAIL</th>
</tr>
</thead>
</table>

**Assessor’s name**

**Signature**

**Date**

---

OCR Award in Functional Skills English
FUNCTIONAL SKILLS ENGLISH
LEVEL 2 SPEAKING, LISTENING & COMMUNICATION ASSESSMENT
MAKING A PRESENTATION
ASSESSOR’S OBSERVATION RECORD FOR PRESENTATION

<table>
<thead>
<tr>
<th>Centre name</th>
<th>Candidate name</th>
<th>Description of Audience</th>
<th>Centre no.</th>
<th>Candidate no.</th>
<th>Purpose and subject of presentation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>FS ref</th>
<th>GOOD PASS</th>
<th>PASS</th>
<th>NEAR MISS</th>
<th>FAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.S.2</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
<td>The candidate has:</td>
</tr>
<tr>
<td></td>
<td>presented relevant information and ideas clearly</td>
<td>presented relevant information and ideas clearly</td>
<td>presented information and ideas reasonably clearly, to others</td>
<td>presented information and ideas, although not always with clarity</td>
</tr>
<tr>
<td></td>
<td>presented, where appropriately, persuasively to others</td>
<td>presented, where appropriately, persuasively to others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>used a mature command of vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.S.3</td>
<td>adapted their presentation to suit the audience, purpose and situation</td>
<td>adapted their presentation to suit the audience, purpose and situation</td>
<td>given their presentation in a way, which, on the whole, suits the audience, purpose and situation</td>
<td>not fully given their presentation in a way which suits the audience, purpose and situation</td>
</tr>
<tr>
<td></td>
<td>used a range of appropriate visual and other aids</td>
<td>used visual aids, if appropriate, to make an effective presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>managed listeners' attention through sophisticated styles of delivery</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESULT

<table>
<thead>
<tr>
<th>Evidence/comment:</th>
</tr>
</thead>
</table>

GOOD PASS
PASS
NEAR MISS
FAIL

Assessor’s name
Signature
Date
1.6 Assessing the Speaking, Listening and Communication unit

Level 1:

The following assessments will need to be conducted under controlled assessment conditions in order to meet the requirements of the Speaking, Listening and Communication unit at Level 1:

- One formal/informal discussion (within a group) about unfamiliar subjects (the centre can choose formal or informal)
- One formal/informal exchange (one to one) about unfamiliar subjects.

The tutor or assessor may select the topic of discussion at level 1 as appropriate to the candidate. The topic for the discussion and exchange may be the same.

The discussion and exchange can either be based on the topics of the Reading and Writing assessments previously taken by the candidates OR a different topic selected by the centre. However, centres are reminded that topics selected must not create accessibility barriers to the candidate at the level. Evidence can be naturally occurring within real or simulated scenarios, and can also be evidence generated through other Speaking, listening and communication assessments.

Detailed information about the requirements of controlled assessment conditions can be found in the OCR Centre Handbook for this qualification.

Recording and Assessing:

Centres are reminded that assessment must be individual to each candidate, even where more than one candidate is being assessed on their contributions to the same group discussion.

OCR recording documentation/assessor observation forms are intended to be used for both formative and summative assessment i.e. these sheets can be used for feeding back strengths and weaknesses to candidates who have not met the skills standards, as well as for recording the final assessment of those candidates who have, according to the centre assessor, met the requirements of the coverage and range of the skills standards.

Only assessor observation sheets (and any supporting evidence) for candidates who have met the required standards, should be submitted to the OCR examiner-moderator.

When completing the assessor observation sheets, centres should ensure that they do not merely repeat the requirements of the standards but clearly say how the candidate has met them, or what the candidate has done to convince the assessor that they are competent. For example, the comment, ‘......took a range of roles in the discussion’ is unhelpful and merely repeats words from the standards. However, the comment, ‘.... asked questions, clarified comments and at times led the discussion’, exemplifies what they did to meet the standards.

Any supporting evidence (for example, from the discussion, notes of any preparation) should be kept and should also be presented to the OCR examiner-moderator. This helps to confirm the centre’s decision but does not replace the need for the assessor to complete the observation record forms.

Centres are reminded that there is no requirement for video or audio recordings of any speaking, listening and communication evidence.
Group size and composition:

It is recommended that in a group discussion the number of participants is between three and five. It is also recommended that the assessor is not part of the group / discussion. These recommendations are not intended to add hurdles but to ensure that assessors can fully concentrate their efforts on observing candidates and assessing whether they are meeting the requirements of the standards. With more candidates in a group, each will have less opportunity to contribute and the task of assessing more than this number at any one time becomes increasingly difficult, as it does if someone is trying to both assess and contribute to a discussion.

For the purpose of an exchange, it is again recommended that the assessor is not part of the exchange, which should be between two people only.

Timings of the assessment:

The length of time for the assessment of the Speaking, Listening and Communication unit at Level 1 is **20 minutes in total** and should take place under controlled assessment conditions. The discussion and exchange must be sufficiently long for the candidates to show they are competent across the skills standard and all aspects of the coverage and range. The 20 minutes can be split across the discussion and exchange as appropriate to the candidate(s). It is acceptable if the discussion and exchange takes longer than indicated, as long as it is no more than double the prescribed time. Where the timing of the assessment is less than the prescribed time, it is up to the assessor to judge if the candidate has met the required standard and demonstrated functionality.
Level 2:

The following assessments will need to be conducted under controlled assessment conditions in order to meet the requirements of the Speaking, Listening and Communication unit at Level 2:

- One formal discussion about unfamiliar subjects conducted under controlled assessment conditions
- One presentation about unfamiliar subjects conducted under controlled assessment conditions.

Centres may select the topic of discussion and presentation at level 2 as appropriate to the candidate. The subject for the discussion and presentation can be similar, if appropriate. This can either be based on the topics of the Reading and Writing assessments OR a different topic selected by the centre. However, centres are reminded that topics selected must not create accessibility barriers to the candidate at the level. Evidence can be naturally occurring within real or simulated scenarios, and can also be evidence generated through other Speaking, listening and communication assessments.

Detailed information about the requirements of controlled assessment conditions can be found in the OCR Centre Handbook for this qualification.

Recording and Assessing:

Centres are reminded that assessment must be individual to each candidate, even where more than one candidate is being assessed on their contributions to the same group discussion.

OCR recording documentation/assessor observation sheets are intended to be used for both formative and summative assessment i.e. these sheets can be used for feeding back strengths and weaknesses to candidates who have not met the skills standards, as well as for recording the final assessment of those candidates who have, according to the centre assessor, met the requirements of the coverage and range of the skills standards. These are available to download from the OCR website www.ocr.org.uk

Only assessor observation sheets (and any supporting evidence) for candidates who have met the required standards, should be submitted to the OCR examiner-moderator.

When completing the assessor observation sheets, centres should ensure that they do not merely repeat the requirements of the standards but clearly say how the candidate has met them, or what the candidate has done to convince the assessor that they are competent. For example, the comment, ‘......took a range of roles in the discussion’ is unhelpful and merely repeats words from the standards. However, the comment, ‘.... asked questions, clarified comments and at times led the discussion’, exemplifies what they did to meet the standards.

Any supporting evidence (for example, from the discussion, notes of any preparation or slides for the presentation) should be kept and should also be sent to the OCR examiner-moderator. This helps to confirm the centre’s decision but does not replace the need for the assessor to complete the observation record forms.

Centres are reminded that there is no requirement for video or audio recordings of any speaking, listening and communication evidence.
Group size and composition:

It is recommended that in a group discussion or presentation the number of participants is between three and five. It is also recommended that the assessor is not part of the group / discussion. These recommendations are not intended to add hurdles but to ensure that assessors can fully concentrate their efforts on observing candidates and assessing whether they are meeting the requirements of the standards. With more candidates in a group, each will have less opportunity to contribute and the task of assessing more than this number at any one time becomes increasingly difficult, as it does if someone is trying to both assess and contribute to a discussion.

For the purpose of an exchange, it is again recommended that the assessor is not part of the exchange, which should be between two people only.

Timings of the assessment:

The length of time for the assessment of the Speaking, Listening and Communication unit at level 2 is **30 minutes in total** and should take place under Controlled Assessment conditions. It is recommended that the discussion be a minimum of 20 minutes at level 2. The discussion must be sufficiently long for the candidates to show they are competent across the skills standard and all aspects of the coverage and range. It is therefore acceptable if the discussion takes longer than indicated, as long as it is no more than 10 minutes over the prescribed time. Where the timing of the assessment is less than the prescribed time, it is up to the assessor to judge if the candidate has met the required standard and demonstrated functionality.

It is recommended that the minimum length of time for the presentation at level 2 should be 10 minutes, excluding any question and answer session. The presentation must be sufficiently long for the candidates to show they are competent across the skills standard and all aspects of the coverage and range. It is therefore acceptable if the presentation takes longer than indicated, as long as it is no more than 10 minutes over the prescribed time. Where the timing of the assessment is less than the prescribed time, it is up to the assessor to judge if the candidate has met the required standard and demonstrated functionality.
1.7 Where to find more information

The following documents contain detailed information about the assessment and administration of the OCR Functional Skills English qualifications:


OCR step by step guide to making online claims for QCF and Functional skills qualifications (available on the OCR website http://www.ocr.org.uk/interchange/docs/index.html)
Appendix 1 Example claim documentation Level 1

Example of a Level 1 completed assessor’s observation record for an exchange.
LEVEL 1 FUNCTIONAL SKILLS

TAKING PART IN AN EXCHANGE

Planning Sheet

Read the information you have been given. What are your thoughts and ideas?

Subject: Bullying

- Bully’s are usually having problems themselves
- It can emotionally damage people
- Anybody can be a bully. It may not necessarily be other peers that are bullying it may be e.g. a teacher
- It’s very hard for people to talk about being bullied.
- Even when bullying stops, people can still be affected e.g. may not have has much confidence.

Further planning including points you would like to bring up in the exchange.

- Bully’s can be on the receiving end of bullying as well and that may be why they become bullies themselves.

- When people confront others about being bullied they want as least fuss as possible, as they may feel embarrassed or they may be worried about the repercussions of informing someone. E.g. they may be scared that it will make things worse.
Example of a Level 1 completed assessor’s observation record for a discussion.

**Assessor’s Observation Record for Discussion**

<table>
<thead>
<tr>
<th>Date</th>
<th>Speech</th>
<th>Signature</th>
<th>Assessment</th>
<th>Evidence</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/08/2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Assessment: Fail**
- **Speech:** Made a limited type of contribution
- **Evidence:** Made some different types of contribution to the discussion of ideas and opinions
- **Comment:** Made some different types of contribution

- **Assessment: Near Miss**
- **Speech:** Made some different types of contribution to the discussion of ideas and opinions
- **Evidence:** Made some different types of contribution
- **Comment:** Made some different types of contribution

- **Assessment: Pass**
- **Speech:** Made some different types of contribution to the discussion of ideas and opinions
- **Evidence:** Made some different types of contribution
- **Comment:** Made some different types of contribution

---

**Functional Skills English**

**Award in Functional Skills English 21**

---

**Revealing Agreement**

**Level 1 Speaking, Listening & Communication Assessment**

---

**OCR**
Example of a Level 1 candidate preparation notes for a discussion.

**Functional Skills Discussion level 1 Planning**

Recent reports suggest that alcohol is the most dangerous recreational drug. What are your thoughts on this?

**Initial Planning...**

- Alcohol is thought to be three times more harmful than cocaine and tobacco
- It causes more harm than drugs such as heroin
- It is believed that alcohol is eight times more harmful than ecstasy.

**Further issues and planning...**

- Makes you become unaware of danger.
- Can cause mental health issues e.g. anxiety disorder, mood swings.
- Alcohol is linked to diseases e.g. heart disease and cancer.
- Heavy usage can lead to changes in personal appearance.
- Slows reaction time.
- Research evidence seems to only be recorded from comparisons of alcohol and "pure drugs" e.g. not mixed on the streets with other chemicals.
- On the street drugs such as heroin, ecstasy etc. are thought to be more dangerous - but is it what they are mixed with that causes this danger.
## Appendix 2 Example claim documentation Level 2

Example of a Level 2 assessor observation record for a discussion.

### Example of a Level 2 assessor observation record for a discussion.

<table>
<thead>
<tr>
<th>Centre no.</th>
<th>Candidate no.</th>
<th>Candidate name</th>
<th>Subject of discussion</th>
<th>Group no.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Joe Carter</td>
<td>Blood Donation</td>
<td>5</td>
</tr>
</tbody>
</table>

| Award in Functional Skills English 23 |

---

### Assessment Criteria:

- **PASS**: The candidate has:
  - Made significant contributions, using different ways to contribute to a discussion.
  - Taken on a range of roles, including supporting others.
  - Managed the roles, which are suitable for the audience.

- **GOOD PASS**: The candidate has:
  - Made influential and authoritative contributions to discussions.
  - Taken on a range of roles, including supporting others.
  - Managed the roles, which are suitable for the audience.

- **NEAR MISS**: The candidate has:
  - Taken on a limited range of roles.
  - Limited support, within the discussion.

- **FAIL**: The candidate has:
  - Made limited contributions, which are not relevant.
  - Limited support, which is not effective.
Example of a Level 2 candidate preparation notes for a discussion.

**Level 2 Discussion Notes**

**Subject: Blood Donation**

**Introduction:**

- Give a brief overview of the subject.
- Explain that there is a changing gap between young and old people who actually give blood.
- Explore why the age gap is becoming broader.

**Main Points:**

- Despite many medical procedures not being able to take place if there were no blood donations, statistics show that there is a massive decline in young people donating.
- 1 in 10 young people (aged 18-24 years) have said that they are too busy to donate blood.
- There are 60 thousand less donors than 10 years ago.
- 200,000 blood donors fail to stay on the register of donors every year.
- The NHS needs 7,000 contributions of blood each day to provide the treatments needed.
- Ignorance about the importance and procedures of donating seem to be the main cause of decline.
- The whole process of donating blood takes less than an hour – consider then why it is that young people are not donating blood.

**In Summary:**

- Donating blood needs to appeal more to the younger generation.
- Today it is far easier to access donation centres e.g. appointments to donate can be booked online.
- Greater publicity is needed to encourage younger people to donate blood.

*JSB*

05/07/21
### Example of a Level 2 assessor’s observation record for a presentation

**Award in Functional Skills English**

**Date:** 16th July 2011

#### Assessor’s name: John Best

<table>
<thead>
<tr>
<th>Skill</th>
<th>Date</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>NULL</td>
<td>NULL</td>
<td>NULL</td>
</tr>
</tbody>
</table>

**Purpose and situation:**

- The candidate is giving a presentation on the topic of their choice.
- The audience is made up of friends and family.

**Evidence/Comment:**

- The candidate has prepared a visual aid to support their presentation.
- The candidate has used appropriate language and tone.
- The candidate has presented their ideas clearly and coherently.

**Result:**

- PASS

---

**Description of the presentation:**

- The candidate has used visual aids appropriately.
- The candidate has engaged the audience effectively.
- The candidate has presented information clearly and coherently.

**Candidate name:** Shereen Johnson

**Centre name:** NULL

---

**Recognition of Achievement:**

**Level 2 Speaking, Listening & Communication Assessment:**

**Functional Skills English**
Example of a Level 2 candidate slides handout.

Prices
- The morning session starts at 7:30 AM.
- Evening session starts at 5:30 PM.

Blue & Red Rooms
- They have their own room with each other.
- They both share a happy sharing area, and some of the children start playing here.
- There are two computer classes for each class.
- They each have their own room with a computer.

Green & Yellow Room
- They have their own room with each other.
- They both have a happy sharing area, and some of the children start playing here.
- There are two computer classes for each class.
- They each have their own room with a computer.

Purple & Orange Room
- They have their own room with each other.
- They both have a happy sharing area, and some of the children start playing here.
- There are two computer classes for each class.
- They each have their own room with a computer.

After-school club
- Some of the children go to after-school club and some of the children go to holiday club, and they are from the same school.
- The children have computers, trash, and tea.

Classrooms
- There are two rooms with each other.
- The children have computers, trash, and tea.
- There are two computer classes for each class.
- They each have their own room with a computer.

Rainbow & Garden Rooms
- There are two rooms with each other.
- The children have computers, trash, and tea.
- There are two computer classes for each class.
- They each have their own room with a computer.

The nurseries
- There are two rooms with each other.
- The children have computers, trash, and tea.
- There are two computer classes for each class.
- They each have their own room with a computer.

The end